

COURSE OF STUDY

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SOLANO COUNTY, CAL.



THIS MANUAL IS THE PROPERTY OF

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SCHOOL DISTRICT,  
AND MUST BE LEFT ON THE  
TEACHER'S DESK.

**SOLANO COUNTY SCHOOLS  
CALIFORNIA**

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**COURSE OF STUDY  
RULES FOR PROMOTION AND  
GRADUATION**

**ALSO  
LIST OF SUPPLEMENTARY READING  
BOOKS AS REVISED**

**JUNE 30, 1911**

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DAN H. WHITE.....Fairfield, Cal.  
Secretary and Superintendent of Schools.





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## INTRODUCTION.

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This revised Course of Study is issued by the Board of Education so as to assign the recent state texts to the proper grades, and for the purpose of simplifying other portions of the work as required in the schools of the county.

The Board feels satisfied that the Course issued in 1906 meets with the general approval of the teachers, since very few criticisms have been offered regarding it.

The teachers should concentrate principally upon the essential grammar school branches, such as Reading, Writing, Arithmetic, Grammar, Spelling, Composition, and United States History.

The Course, while necessary under the provisions of Section 1771 of the Political Code, should not hamper the originality of the teacher, nor the capacity of the pupil to do more extended work than that assigned the various grades. The work of any course can only be in the main suggestive.

The San Francisco Normal School Bulletins have been assigned the various grades, and necessarily become a part of the Course of Study. Teachers are requested to secure these Bulletins and study them carefully.

Teachers should familiarize themselves with the entire Course of Study, and not simply the work of any particular grade. Each grade should be viewed in its relationship to the whole. The realization of this fact and its application to the details of daily school work will result in a saving of time and energy, both on the part of the teacher and the pupil, and a corresponding increase in the harmony and general welfare of our schools.

DAN H. WHITE  
Superintendent of Schools.



## SUGGESTIONS.

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**Programs** A well arranged program should be hung in each room. Revision and modification of the program is a necessity, but in general it should be strictly followed.

**Registers and Reports** Teachers should pay careful attention to their school reports. The names of the pupils should be properly entered and their records accurately kept. It should be impressed upon the minds of the pupils, also the parents, the necessity for regular attendance at school, since the district's revenue now depends entirely upon the average daily attendance of the pupils.

Each teacher should keep for reference the circulars and reports sent from the Superintendent's office. Each school should have a filing case in which to file these records.

**Order and Neatness** One of the most important duties of teachers is the training of children in habits of order and neatness. It is a matter of practice more than of precept; the teacher's own personal appearance, her desk, her books, the appearance of her work upon the blackboard, all should be models for her pupils. School books and desks should be inspected frequently, and failure to keep them in proper condition should be considered a breach of discipline. From the lowest grade to the highest, nothing should be accepted which does not show painstaking effort. If the best is insisted upon it will become habitual.

**Patriotism** Early in life a love of country should be instilled in the hearts of the children. It is the province of the teacher to make this love deep

and lasting. A good way to do this is to recount the story of our nation's birth, the noble sacrifices of its heroes and the blessings which our forefathers have secured for us. Patriotic exercises should be held on special occasions, commemorative of some historical event. Selections for this purpose may be found in such a work as Davis' "Young America's Manual" (Educational Publishing Co.).

The "Stars and Stripes" should float from every school house, and before assembling each day the flag should be saluted. It is recommended that teachers see that this suggestion is carried out.

**Decorations, Improvement  
of School Grounds, Etc.**

Let attention be paid to the proper decoration of school rooms, and the planting of trees and ornamental shrubbery on the school grounds. The more attractive you make the child's surroundings, the more enthusiastic will become his school work. Attractive pictures and growing plants add greatly to the interior appearance of our schools and make them more homelike to the children. The cultivation of school gardens should be an educational feature of every school in the county.

See that the school yard is free from rubbish, and see that the buildings and fences are kept in good repair. Old broken down fences, dilapidated buildings, untidy yards and poorly kept libraries are a detriment to any school. Our school surroundings, instead of being desolate places, should be the pride of every district.

More attention should be given the play ground side of our educational system. This can easily be looked after by a wide-awake, progressive teacher, working in conjunction with the Women's Clubs and other civic bodies in the communities.

### **Interesting Parents and Trustees**

Every teacher should endeavor to interest the parents in the work of the school. Encourage them to visit and see the work that is being done in the school from day to day. Give them to understand that you enjoy their visits and consider them helpful. Encourage Trustees to visit and take a more active interest in the welfare of the school. Enlist the support of the local papers, and by all means let your school occupy a prominent place in the affairs of the community.

### **Fire Drills**

Teachers of the larger schools in the county should devote a part of the time to fire drills, thereby lessening the dangers in case a fire should break out while the school is in session. These drills should be had at least once a month.

### **Health**

First and foremost under this head comes ventilation. Pure, fresh air is absolutely necessary at all times to all living things. At stated intervals during the day the pupils should have short calisthenic exercises, accompanied by deep breathing. Teachers should insist on pupils sitting and standing in proper attitudes and taking care of their eyes. They should not be allowed to read or study while facing the light, nor with their work too near the eyes.

Teachers should abolish for all time the community towel and the community drinking cup. In schools where the sanitary drinking fountain is out of the question, each pupil should have his own drinking cup, and a five-cent tin cup will answer the purpose.

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## **WORKING DIRECTIONS.**

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### **MATHEMATICS.**

Pupils graduating from our elementary schools should be able to add, subtract, multiply and divide



readily. They should also have a good, clear working knowledge of the general principles of Arithmetic. It is a regrettable fact, however, that many of those leaving the grammar schools are decidedly weak in this subject. More attention should be given the subject of Arithmetic in every grade of the school course. Lessons for daily work should not be too long, and the teacher should insist upon neat and accurate work.

The work in the State texts should be supplemented with considerable outside work, selected by the teacher. This should be practical and not too intricate. Much stress should be placed upon the subject of mental Arithmetic throughout the entire course.

**First Grade** Counting, reading and writing numbers to at least 100. Teachers should give special attention to the work outlined under the topic, "Preliminary Formal Work," Teachers' Handbook, pages 3 and 4, Bulletin Number 11, San Francisco Normal School.

**Second Grade** Teach Addition and Subtraction of the first ten combinations, as laid down in Chapter 1, Addition and Subtraction, San Francisco Normal Bulletin Number 11.

Study First Book in Arithmetic, from page 48 to bottom of page 64, text in hands of the pupils.

**Third Grade** Complete the work in Addition and Subtraction, San Francisco Normal Bulletin Number 11, Chapter 1 of Addition and Subtraction, to bottom of page 14.

Pupils study First Book in Arithmetic, pages 65 to 114, text in hands of the pupils.

**Fourth Grade** Simple Analysis of problems. Place emphasis on Multiplication and Division. A thorough review of Addition and Subtraction. Frequent mental drills should be given.

Teachers will make use of Chapter 2, "Teachers' Handbook," San Francisco Normal Bulletin Number 11, Multiplication and Division, pages 15 to 47. Also Sections 79 to 185 of same.

First Book in Arithmetic, pages 115 to 188, book in hands of pupils. Omit all work pertaining to Fractions.

**Fifth Grade** A thorough study of Fractions and Decimals. Take up the work in Fractions omitted in Chapter 4, First Book in Arithmetic. Complete the work laid down in Chapter 5 to page 245, omitting the problems in interest.

Study Advanced Arithmetic to page 87. Omit all work in Denominate Numbers. The work in this grade should be almost entirely decimals and fractions. Much attention should be given daily to mental drills.

Teachers should supplement the work of State texts by using San Francisco Normal Bulletin Number 11, Part 2.

**Sixth Grade** Advanced State Arithmetic from page 76 to page 166. Lay stress on Denominate Numbers, giving many additional problems not found in the text book. These problems should be practical. Continue the work of mental drills.

Supplement by taking up the work laid down in Denominate Numbers, San Francisco Normal Bulletin Number 11, Part 2.

**Seventh Grade** Advanced Arithmetic, pages 166 to 220. Review the problems of Sixth Grade involving Denominate Numbers. Important stress on daily oral drills throughout the term.

Supplement by using San Francisco Normal Bulletin Number 11, Part 2, Percentage.

**Eighth Grade** Advanced Arithmetic, Parts 4, 5, and 6, omitting all work in Metric System. Review thoroughly the work assigned the Seventh Grade. Considerable mental Arithmetic should be given during the entire year in connection with the written work.

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## READING AND LITERATURE.

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**Reading** Good reading requires a knowledge of words, attention to the thought of the selection and proper vocal culture.

Previous to hearing lessons read, drill upon new or difficult words.

A variety of reading exercises should be given: (1) Reading of lessons which have been carefully prepared. (2) Sight reading in which the pupil is required to read something which he has not prepared. (3) An exercise in silent reading—all the class being required to read a selection at the same time silently—after which individuals should be called upon to give the thought of what they have read.

Special attention should be given to the meaning and use of words occurring in lessons. Clear articulation, proper expression and correct modulation of the voice should be secured by daily drill. Insist on correct position while standing and correct manner of holding the book while reading.

An abundance of supplementary reading matter should be in every school library, and teachers and Trustees should see that it is procured before expending the funds for other purposes. Graded lists of supplementary reading are given in this manual and in the library list. This contains supplementary material in reading, history, geography and nature study.



**Literature** The character of a pupil is greatly influenced by his reading. So the love of that which is best, of that which will awaken in him a desire for the wholesome and good should be developed in the school. It is not expected that pupils be confined to the mere work as outlined in the Course of Study. The teacher should direct the pupils in the selection of other works by these same authors so that they may feel at home with the writers and be filled with a desire to know and enjoy what is best in the language. Encourage a thorough and careful reading of each work.

In the higher grades pupils should be taught to outline the thought, to explain the words, to distinguish the common figures of speech, as metaphor, simile, personification; to show the value of metaphors and similes; to expand a metaphor to a simile; to condense a simile to a metaphor; to point out the parts of a simile and to show the point of similitude.

Much valuable information will be derived in the teaching of Literature from the San Francisco Normal Bulletin Number 5. Teachers are requested to study this Bulletin carefully, and use it wherever applicable to the work assigned the Sixth, Seventh and Eighth Grades.

**Selections for Memorizing** Throughout all the grades of the course there are assignments of poetry to be memorized. It is better to assign a few lines a week and have the work kept up regularly than to make occasional assignments of longer selections. The Board reserves the right to include questions touching upon the poems in the examinations in Literature at the close of the term.

“Poems for Memorizing,” Alice R. Power, and “Graded Memory Selections,” Waterman, McClymonds and Hughes, contain excellent selections of poems for

memorizing. Many of these selections will also be found in the Supplementary Reading and Literature assigned the different grades.

**Selections to Be Read or Told to Class by Teacher** Under each grade will be found stories or books for the teacher to read or tell the class. The amount of this work will depend entirely upon the time the teacher has at her disposal. Children love stories, and this work, if properly handled by the teacher, will be found very interesting to the children, and at the same time will encourage them to devote more time to home reading.

### FIRST GRADE.

Required Reader: A Primer, State Series, and A First Reader, State Series.

A First Reader, State Series, is Book One of the Progressive Road to Reading, and is therefore the Method Reader for the schools of the county. Book Two of the same series completes the method, and is to be purchased from the funds of the district. Closely follow the Manual for the Progressive Road to Reading, entitled "The Plan of Work."

Supplementary: Any one of the following:

"Aldine First Reader."

"Blodgett First Reader."

For Memorizing: Required at least four of the following:

"Sleep, Baby, Sleep," Elizabeth Prentiss;

"My Shadow," Robert Louis Stevenson;

"If I Were a Sunbeam," Lucy Larcom.

"Three Little Bugs in a Basket," Alice Cary;

"Little Boy Blue," Eugene Field.

"The Merry Brown Thrush," Lucy Larcom.

"The Owl and the Pussy Cat," Emma Leer.

Stories to be read or told the class:

"The Three Bears," "Andersen's Fairy Tales," "Hiawatha," "Red Riding Hood," "Babes in the Wood," "Jack and the Bean Stalk," "Jack the Giant Killer." Others to be selected by the teacher.

## SECOND GRADE.

Required Reader: A Second Reader, State Series.

Supplementary: Any one of the following:

"Progressive Road to Reading," Book II.

"Aldine Second Reader."

"Blodgett Second Reader."

For Memorizing: Required at least four of the following:

"The Night Wind," Eugene Field.

"Wynken, Blynken and Nod," Eugene Field.

"Sweet and Low," Alfred Tennyson.

"All Things Beautiful," John Keble;

"Daisies," Frank D. Sherman;

"Boats Sail on the River," Rosetti;

"Seven Times One," Jean Ingelow;

"Robert of Lincoln," Wm. C. Bryant.

Stories to be read or told the class:

"Robinson Crusoe" (any simple edition), "Cinderella," "The Land of Never, Never," "The Hare and the Tortoise," "The Boy Who Cried 'Wolf'," "Stories About Lincoln," "Stories About Washington." Others to be selected by the teacher.

## THIRD GRADE.

Required Reader: A Third Reader, State Series.

Supplementary: Any one of the following:

"Progressive Road to Reading," Book III.



"Aldine Third Reader."

"Blodgett Third Reader."

For Memorizing: At least five of the following:

"The Four Leaf Clover," Mrs. Ella Higginson;

"The Wonderful World," Charles H. Browne;

"The Barefoot Boy" (ten lines), J. G. Whittier;

"We Are Seven," William Wordsworth;

"The Arrow and the Song," H. W. Longfellow;

"America," S. F. Smith.

should be laid upon the principles of Percentage. In-

"Beautiful Things," David Swing;

"Little Brown Hands," W. H. Krout.

Stories to be read or told the class:

"The Boston Tea Party," "The Little Lamé Prince," "Beautiful Joe," "Dick Whittington's Cat," "Black Beauty," "Little Lord Fauntleroy," "Stories of Great Inventors," "Swiss Family Robinson" (simple edition), "Pinocchio," "Pinocchio in Africa." Others selected by the teacher.

#### FOURTH GRADE.

Required Reader: A Fourth Reader, State Series.

Supplementary: Any one of the following:

"Progressive Road to Reading," Book IV.

"Aldine Fourth Reader."

"Blodgett Fourth Reader."

For Memorizing: At least five of the following:

"The Children's Hour," H. W. Longfellow;

"The Brook," Alfred Tennyson;

"The Planting of the Apple Tree," Wm. C. Bryant;

"A Life Lesson," J. W. Riley;

"Breathes There a Man," Walter Scott;

"Casabianca," Mrs. Felicia Hemans;

"The Mountain and the Squirrel," R. W. Emerson;

"Boys Wanted," Unknown.

"Orphan Annie," Eugene Field.

Stories to be read or told the class:

"Docas the Indian Boy," "Moni the Goat Boy," "Alice's Visit to Hawaiian Islands," "The Jungle Book," Book I; "Tales of Ulysses," "Poor Boys Who Became Famous," "Stories of Colonial Children," "The Land We Live In," "Story of Walter and Queen Elizabeth," "Rab and His Friends." Others selected by the teacher.

### FIFTH GRADE.

Required Reader: A Fifth Reader, State Series.

Supplementary: Any one of the following:

"Progressive Road to Reading," Book V;

"Aldine Fifth Reader."

"Blodgett Fifth Reader."

For Memorizing: At least five of the following:

"Ring Out, Wild Bells," Alfred Tennyson;

"The Builders," H. W. Longfellow;

"Woodman, Spare That Tree," Morris;

"Somebody's Mother,"

"Abou Ben Adhem," Hunt;

"Nobility," Alice Cary;

"Break, Break, Break," Alfred Tennyson;

"Concord Hymn," R. W. Emerson;

"The Heritage," J. R. Lowell.

Stories to be read or told the class:

"Bird's Christmas Carol," "Patsy," "The Story of the Chosen People," "Little Women," "Little Men," "Hans the Eskimo," "The Story of Matka," "Biography of a Grizzly," "Dog of Flanders," "Peasant and Prince." Others to be selected by the teacher.

## SIXTH GRADE.

Required: Selections from Jones' Fifth Reader (Five Book Series). Also "Hiawatha," Riverside Series, Nos. 13 and 14, 15c editions.

For Memorizing: At least five of the following:

- "Columbus," Joaquin Miller;
- "Warren's Address," John Pierpont;
- "The Day Is Done," H. W. Longfellow;
- "Burial of Sir John Moore," Chas. Wolfe;
- "The Bridge," H. W. Longfellow;
- "Battle Hymn of the Republic," Julia Ward Howe;
- "The Blue and the Gray," Finch;
- "The Charge of the Light Brigade," Alfred Tennyson;
- "The Star Spangled Banner," Francis Scott Key;
- "To a Water Fowl," W. C. Bryant;
- Selections from "Hiawatha."

Stories to be read or told the class:

- "The Death of Little Nell," "Boys of '76,"
- "Arabian Nights," "With Cortez in Mexico,"
- "Bandini's History of California," "Pioneers of Mississippi Valley," "In the Reign of Coyote," "Pilgrim's Progress," "The Story of Troy," "Tom Sawyer." Others to be selected by the teacher.

## SEVENTH GRADE.

Required: "Evangeline" or "Miles Standish" and "The Building of the Ship" or "The Hanging of the Crane," Riverside, 15c editions.

For Memorizing: At least five of the following:

- "The American Flag," Drake;
- "Crossing the Bar," Tennyson;
- "The Quality of Mercy," Shakespeare;



"Sheridan's Ride," T. B. Read;  
 "Night Time in California," A. J. Waterhouse;  
 "Westward," Joaquin Miller;  
 "Liberty or Death," Patrick Henry;  
 "Landing of the Pilgrims," Mrs. Hemans;  
 "The Last Rose of Summer," Thos. Moore;  
 Selections from "Evangeline" and "Miles Stan-  
 dish."

Stories to be read or told the class:

"Adventures of Robin Hood," "Tom Brown's  
 School Days," "Treasure Island," "The Spy," "Uncle  
 Tom's Cabin," "Ramona," "The Great Stone Face,"  
 "Two Years Before the Mast," "The Silverado Squat-  
 ters," "The Two Admirals." Others to be selected by  
 the teacher.

#### EIGHTH GRADE.

Required: "Tales of the Wayside Inn," Part I and  
 II, Riverside 15c editions, Nos. 33 and 34; "Lay of  
 the Last Minstrel," Educational Publishing Co., 15c  
 edition; "Man Without a Country," Educational Pub-  
 lishing Co., 15c edition.

For Memorizing: Study quotations from "The Lay  
 of the Last Minstrel" and "Tales of the Wayside Inn."  
 Learn one or more paragraphs from "The Man With-  
 out a Country," also the following:

"Old Ironsides," Holmes;  
 "The Gettysburg Address," Abraham Lincoln;  
 "O Captain! My Captain!" Walt Whitman.

Selections to be read or told the class:

"Ivanhoe," "The Crisis," "David Harum," "Vision  
 of Sir Launfal," "Story of the Crusades," "Story of  
 King Richard," "Last of the Mohicans," "Captains  
 Courageous," "Bob, Son of Battle," "Hoosier School  
 Boy," "The Raven." Others to be selected by the  
 teacher.

## LANGUAGE, GRAMMAR AND COMPOSITION.

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### **Language and Grammar**

The aim in Language is to give the child the ability to speak and write good, pure English. To accomplish this he must receive careful training in expression in every subject taught throughout the whole school course.

A large vocabulary is necessary to express thought, therefore the child should be aided and encouraged in acquiring and using new words. The dictionary should be brought into use as early as possible.

Better scholarship will result if language work is given in connection with the other subjects. Part of a child's work in any given subject should be the acquiring of power to express himself clearly about any part of that subject, either orally or on paper. Teachers should feel that a subject has not been taught until this power has been acquired. A portion of the regular lesson hour of each study should be devoted to written work. Geography, History and Nature Study furnish a wealth of material for language work and should be constantly utilized.

The study of copies of pictures from foremost artists will also contribute to this work.

Lists of faulty expressions should be made, and pupils should be drilled upon the correct forms. Do not simply call attention to errors, but correct them immediately. Placing the corrected expressions on the board will aid in this effort.

**Composition** Composition should be begun in the First Grade and continued through the course. The work at first should consist of a few simple statements about a familiar subject. The work of the lower grades is sufficiently indicated under the suggestions in Language for those grades. In the more

advanced grades there should be frequent exercises in composition writing. Care should be taken in the choice of subjects. By a little forethought in this matter, composition may be made a valuable adjunct to almost all the other studies.

Composition exercises should vary in kind. There should be much practice in rapid writing under the teacher's supervision upon subjects given out at the moment. Subjects should also be given upon which pupils are required to make investigations and to collect information.

Two methods of criticism are suggested in calling the attention of pupils to errors in their composition. First, the teacher keeps all unmarked composition books on her desk and at odd moments requires the pupils to read their statements and discover what is wrong about them. Second, selections of errors are made and placed upon the board for criticism and correction. Each pupil should have a blank book to copy his compositions at leisure. The teacher should see that this work is neatly and accurately done.

### FIRST GRADE.

Take the work as outlined in the San Francisco Normal Bulletin Number 9.

Develop the power of oral expression by encouraging children to talk about familiar objects. Have them reproduce stories. Give conversation lessons about familiar objects. Aim to increase the child's vocabulary. See that the pupil has clear ideas, then aim to get correct expression of those ideas.

Teach the use of the capital, the period, and the question mark. Drill in the correct use of "a," "an," "is," "are," "was," "were," "has," "have," "see," "saw" and "seen."

## SECOND GRADE.

Continue the work outlined in the First Grade, and in addition have the pupils begin sentence writing and compositions from pictures. Give particular attention to written as well as oral expression. Have the pupils begin the work of simple dictation exercises.

Teach the pupils to write their own names and addresses with the proper abbreviations.

Review the work of the First Grade in regard to the correct use of "a," "an," "is," etc., and in addition teach the correct use of "give," "gave," "ran," "run," "do," "did," "done," "go," "went" and "gone."

Try and eliminate such expressions as "I seen," "It ain't me," "It is me," etc.

Consult as a guide San Francisco Normal Bulletin Number 9.

## THIRD GRADE.

Continue the work outlined in Normal Bulletin Number 9. Select work from "Guide Books to English, Book I." Much work in oral and written reproduction of stories should be given, also dictation work.

"English Lessons, Book I," Part I, in hands of pupils.

## FOURTH GRADE.

Review all rules for punctuation and capitalization in the preceding grades, and continue the drill in correct use of the verb forms and pronouns, "English Lessons, Book I," Part II, as text. Omit diagramming and all work pertaining to phrases and clauses. Supplement the State text with Bulletin Number 9, and "Guide Books to English, Book I."

## FIFTH GRADE.

"English Lessons, Book I," Part III. Omit diagramming found in text, also Section V, lesson 88.

Teachers should supplement by using Bulletin No. 9 and "Guide Books to English, Book II."

In the composition work of the text, aim to apply the rules given so as to secure habitual accuracy of form.

## SIXTH GRADE.

Grammar: "English Lessons, Book II," Part I, to page 48; Part II, omitting infinitives and participles, and take Part III to page 126. Begin formal diagramming of sentences as found in the text.

Supplement by using Bulletin Number 9 and "Guide Books to English, Book II."

Composition: "English Lessons, Book II," Part I.

## SEVENTH GRADE.

Grammar: "English Lessons, Book II"; review Part II, including the infinitives and participles and take Part III to the verb, page 144. Give much review work in analysis and diagramming of sentences.

Supplement by using Bulletin Number 9 and "Guide Book to English, Book II."

Composition: "English Lessons, Book II," Part II.

## EIGHTH GRADE.

Grammar: Complete and review "English Lessons, Book II." Supplement by using "Guide Books to English, Book II" and "Mother Tongue, Book II."

Composition: "English Lessons, Book II," Part III. Teachers should require at least one written com-



position a week, based on literature, history and geography for this grade.

Lewis' "First Manual of Composition" is recommended to the teachers as a reference.

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## GEOGRAPHY.

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The work of Geography should be carefully correlated with the other branches taught; especially is this so with reference to observation and science work on one hand and to literature and history on the other.

Excellent results are to be obtained in Geography by teaching current events. Teachers, therefore, should encourage the pupils to read the papers and magazines so as to keep informed regarding the trend of events. Those places where history is being made from time to time should be indelibly located in the child's mind. An excellent idea would be to have in each school room a bulletin board, on which should be placed occasionally a synopsis of current events obtained from the papers and magazines. It would be also well to post pages of a metropolitan newspaper on the bulletin board each morning, taking care to select only such matter as would be proper for children to read. Beside the bulletin board should be a map, so that after the reading of an occurrence, the pupils may locate the scene of the occurrence on this map.

In the use of the text book, the teacher should make a judicious selection of that which is essential. Local geography, other than that of the child's own state, should not be taught. Select that which gives character to a place and emphasize it by repetition and comparison.

Select such cities as are typical, and those of

historical value, and make a careful study of the same. Insignificant places should be omitted entirely. A part of the time should be devoted to map drawing, so as to impress upon the pupils' minds the relative location and size of the different countries and their subdivisions. The "Humboldt Geographical Note Book," Parts I, II, III, IV, published by Atkinson & Mentzer, will be found serviceable for this purpose.

Geographical excursions to points of interest and different manufacturing industries of the country will also tend to enliven the child's interest in the subject of Geography.

For the purpose of discussing local geography, the teacher should make use of the publications issued by the Supervisors for advertising purposes. These can easily be obtained by writing the County Clerk.

#### FIRST GRADE.

Observation lessons take the place of geography in the first year of school. These lessons should be given with the following objects in view: (1) to develop the power of expression; (2) to foster a habit of observation; (3) to put the child in a state of kinship with the world about him. Incidentally ideas of distance and direction, of travel, of the occupations and products of the vicinity, together with a knowledge of many of the geographical features of the locality may be developed. Correlate nature study with the work of this grade.

#### SECOND GRADE.

The work of the First Grade should be enlarged upon, having in view the same general aims. Natural forms of land and water that cannot be observed in the locality should be taught by means of pictures, etc. Collections of the products of the neighborhood

should be made. Lessons in measurements should be begun and maps of the school room and the school yard should be drawn. Teach location, distance and direction. Read "Seven Little Sisters Who Live on the Round Ball." Locate their homes on the globe. Before reading this story tell about the round ball that floats in the air.

### THIRD GRADE.

Pupils are expected, at the end of this grade, to have acquired a general knowledge of the district in which they live, and also of Solano County. In studying local geography, pay careful attention to soil, climate, products, manufactures, etc. Pay attention to location, size, surface, mountains, streams, climate, productions, industries and towns of the county.

A general idea of map drawing should be begun.

Reference: Fairbank's Home Geography.

### FOURTH GRADE.

State Introductory Geography, Part I, omitting Section X, and take Part II to page 151. Give plenty of work in map drawing. San Francisco Normal Bulletin Number 4, in the hands of the teacher.

References:

"Excursions in Home Geography," McMurry;

"Special Methods in Geograph," McMurry.

### FIFTH GRADE.

Complete Introductory Geography, including Section X, of Part I. Be especially thorough in the geography of California. Pupils should be able to draw from memory a map of the State, with location of chief cities, harbors, rivers, valleys and mountain

ranges. San Francisco Normal Bulletin in the hands of the teacher.

References:

- "Stories of Mother Earth," Fairbanks;
- "Special Methods in Geography," McMurry;
- "Teacher's Manual of Geography," McMurry.

### SIXTH GRADE.

State Advanced Geography, Part I, to Section XI, page 192. Continue the work of map drawing. Bulletin Number 4 in the hands of the teacher.

References:

- "Teacher's Manual of Geography," McMurry;
- "Special Methods in Geography," McMurry;
- "Geography of Commerce and Industry," Rocheleau;
- "Industrial Studies of the United States," Allen.

### SEVENTH GRADE.

State Advanced Geography, completing Part I from Section XI, and in addition take Parts II and III. Continue the work of map drawing. Bulletin Number 4 in hands of the teacher.

Supplement State text with the following:

"The Continents and Their People—North and South America," Chamberlain.

Carpenter's Geographical Readers, North and South America;

"Geography of Commerce and Industry," Rocheleau.

References:

- "Teacher's Manual of Geography," McMurry;
- "Special Methods in Geography," McMurry.

## EIGHTH GRADE.

Review the physical side of geography and complete State Advanced Geography, beginning with Part IV. The study of Europe should be very thorough. Enlarge upon the work of map drawing during the year.

Supplement State text by using:

Bulletin Number 4, S. F. Normal;

Carpenter's Geographical Readers, Europe, Asia, Africa, Australia and the Islands of the Sea;

"Geography of Commerce and Industry," Rocheleau.

References:

"Teacher's Manual of Geography," McMurry;

"Special Methods in Geography," McMurry.

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**SPELLING AND WORD-BUILDING.**

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**Spelling** For those pupils who are not endowed by nature with the faculty of good spelling, much drill is necessary. This drill should be centered upon words in common use, rather than upon uncommon words.

Drill work in spelling can be enlivened somewhat by varying the exercise. Oral spelling may be given one day and written the next. The occasional spelling match will surely produce excellent results. On Friday of each week the pupils should be required to review the words given during the week after which the teacher should give a test of fifty or more words.

It would be well for teachers to pay special attention to the division of words into syllables, and when pupils are spelling orally see that words are properly



divided. Insist upon correct spelling in all written work.

**Word-Building:** A knowledge of the derivation, meaning and proper use of words will materially assist pupils in comprehending the other subjects taught in the elementary schools. Furthermore, it will have a tendency to raise the standard of spelling in our schools.

Teach pupils to analyze, define and use words correctly in original sentences. The current meaning of words as well as the analytical should be given when defining words. This will better enable the pupils to understand the correct use.

Each child should be the possessor of a copy of a good dictionary. Webster's Academic Dictionary will be found most serviceable.

### FIRST GRADE.

Teachers should dwell upon the blend-word forms, as follows, taken from the phonics chart which accompanies the Children's Primer, and should be mastered by sound before the spelling is taken up.

e	ee	y	old	est
—	—	—	—	—
b-e	s-ee	fl-y	c-old	n-est
m-e	tr-ee	sk-y	s-old	r-est
h-e	fr-ee	m-y	b-old	b-est
(etc.)	(etc.)	(etc.)	(etc.)	(etc.)

and following other word forms:

-ay; -all; -et; -ill; -ing; -ad; -an; -ook; -ack; -ell; -at;  
-eet; -ake; -ear; -ain; -op; -it; -in; -ame; -ig;  
-ap; -am; -eat; -ot; -ank; ock.

Learn all non-phonetic words in Children's Primer, and words taken from State First Reader.

## SECOND GRADE.

State Speller, Book I, Sections I and II.

## THIRD GRADE.

State Speller, Book I, Sections III and IV.

## FOURTH GRADE.

State Speller, Book I, Sections V and VI.

## FIFTH GRADE.

State Speller, Book I, Section VII. Omit Word-Building as found in the text, and review the book.

## SIXTH GRADE.

State Speller, Book II, Section I.

Word-Building: Kellogg's Word Building should be in the hands of every teacher. Require the pupils to study carefully the prefixes and suffixes on pages 61 and 62, State Speller. Form, analyze and define words from the following roots:

agere	videre	dicere	credere	peri
scribere	caput	ducere	tenere	
ars	ponere	tele	meter	
cedere	vertere	photo	cor	
fluere	movere	graph	dia	

## SEVENTH GRADE.

State Speller, Book II, Section II.

Word-Building: Review the work assigned the Sixth Grade. Study the prefixes and suffixes, pages

119 and 120. Form, analyze and define words from the following:

nox	tendere	vocare	facere	logos
aeques	struere	fors	magnus	geo
cadere	gradere	clamare	mittere	deca
venire	spirare	trahere	frangere	astron
rumpere	unire	mors	centum	
capere	plicare	caedere	ire	
vox	secare	manus	phone	

### EIGHTH GRADE.

State Speller, Book II, Section III.

Word-Building: Review carefully the work assigned the Seventh Grade. In addition, form, analyze and define words from the following roots:

audire	judicare	fari	pater	numerare
ferre	legare	mirare	dominus	vivere
munus	monere	amicus	mater	nasci
corpus	aptus	notare	animus	migrare

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### HISTORY AND CIVICS.

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**History** The purpose of the study of History is to develop an intelligent interest in human institutions; in strong personalities who have influenced the destiny of the nation and the race; in progressive social, industrial and political movements, and in those events which are an index of the development of the United States of America.

In the Seventh and Eighth Grades, the teachers will find it advantageous to carry out the plan outlined in San Francisco Normal Bulletin Number 7. Many of the reference books listed in the Bulletin should be in the school library for references.

In the lower grades, the books recommended should be read and discussed by the class, care being taken to fix in mind a number of the more important events of American history. In these grades emphasis should be placed on the men who made our country's history, and the more dramatic events in which these men were engaged.

**Civics** Civil Government should be correlated with history with which study it is closely connected. Every child, before leaving the elementary schools, should have a general idea of the government of the State and Nation. A proper study of Civics will have a tendency to develop in his mind a system of conduct which will make him able to exercise an intelligent interest in the affairs of citizenship. The pupils of today must be given to understand that they will be the future men and women of the country, and on their shoulders will rest the responsibilities of government.

#### FOURTH GRADE.

**History:** Read Eggleston's "Story of Great Americans for Little Americans." Have class give frequent reproductions of the stories. The teacher should explain to the class how these Americans became great.

#### FIFTH GRADE.

**History:** Read and discuss with the class "Shaw's Discoveries and Explorers." Frequent reproductions, oral and written.

**Civics:** Discuss with the class the method in which a school district is governed. Tell of the Trustees, how elected, when and length of time. Explain in a simple way a few of their duties.

## SIXTH GRADE.

History: Make a careful study of the State Introductory History. At the end of the year the pupils should be well grounded in the facts of American History. The class should read during the year "California the Golden," Rockwell D. Hunt, published by Silver, Burdett & Co.

Civics: Read and discuss with the class Hill's "Lessons for Junior Citizens."

## SEVENTH GRADE.

History: Brief United States History to page 210. The teacher should use Normal Bulletin Number 7 as a basis for teaching the work. Teachers will also find Doub's "Topical Discussion of U. S. History" beneficial. Centralize upon the following topics:

(1) The conditions which led to the discovery of America; (2) Early discoveries and explorations by European nations; (3) The claims of Columbus and Cabot; (4) The leading facts connected with the claims of France, Holland, England and Spain to possessions in the new world; (5) The planting of colonies in Florida, Canada, Virginia, New York, Massachusetts and the Mississippi Valley; (6) General character and importance of colonial government; (7) How the different powers successively lost their possessions to England; (8) Why the colonies revolted; (9) The struggle for independence, emphasizing Washington's campaign in the middle colonies, Burgoyne's campaign in the north, and the surrender of Cornwallis in the south; (10) The articles of Confederation and their effect on the country; (11) Making and adoption of the Constitution.

Civics: A careful study of town, county and state government from the following outline, using Davis-



Stewart's Civics and Waterman's Practical Aids to the Teaching of Civics as references:

I. Township Officers:

Justices of the Peace and Constables.

1. Number for Townships of Solano County;
2. Their term of office;
3. Salaries;
4. A few of their duties.

II. Town and City Officers:

1. Executive, as Mayor, Treasurer, Clerk, Attorney, Street Superintendent, Marshal, Police Officers. Give a few of the duties of each.
2. Legislative, as City Trustees or Councilmen. A few of the duties.
3. Judicial, as Recorders and Police Courts. A few of the duties.

III. County Officers:

1. Legislative, as Boards of Supervisors. Number, term, duties.
2. Executive, as Sheriff, Treasurer and Tax Collector, District Attorney, Recorder, Auditor, Clerk, Assessor, Coroner and Public Administrator, Superintendent of Schools, Surveyor. Their term of office and two duties.
3. Judicial, as Superior Judge. Number for Solano County, term and duties.

IV. State Government:

1. Legislative: Senate and Assembly. Number in each House; term; meets when; duties.
2. Executive: Governor, Lieutenant-Governor, Treasurer, Controller, Attorney-General, Secretary of State, State Printer, Clerk of Supreme Court, Superintendent of Public Instruction. Their term; two duties of each.

3. Judicial: Supreme Court; number of Judges; term; duties. District Court of Appeals; number; number of Judges for each; term; duties.

Let the class read and discuss State Civics—The Community and the Citizen, to page 118.

### EIGHTH GRADE.

History: Complete Brief United States History. Follow the work laid down in Bulletin Number 7, or Doub's Topical Discussions. A copy of each should be on the teacher's desk.

In the study of the Constitutional history of our country, the leading facts in connection with the following should be given full consideration:

- (1) Organization of the Federal Government;
- (2) The Whiskey Rebellion; (3) The Struggle to Maintain Neutrality, including (a) Jay's Treaty, (b) The "X-Y-Z" Papers, (c) The Naval War With France, (d) The Alien and Sedition Laws, (e) The Virginia and Kentucky Resolutions, (f) The British Laws and French Decrees, (g) The Embargo Act; (4) The Louisiana Purchase; (5) The Lewis and Clarke Expedition; (6) The War of 1812 on Sea and Land; (7) The Era of Good Feeling; (8) The Missouri Compromise; (9) The Monroe Doctrine; (10) The Tariffs of 1816, 1824 and 1828; (11) The Spoils System; (12) South Carolina's Nullification Act; (13) The United States Bank; (14) The Panic of 1837; (15) The Ashburton Treaty; (16) The Annexation of Texas; (17) The Mexican War; (18) The Wilmot Proviso; (19) The Omnibus Bill of 1850; (20) The Kansas-Nebraska Bill; (21) The Origin of the Republican Party; (22) The Dred Scott Case; (23) John Brown's Raid; (24) The Lincoln-Douglas Debates; (25) The Secession of the South; (26) The Civil War Briefly Told; (27) The Reconstruction Acts; (28) The Thir-

teenth, Fourteenth and Fifteenth Amendments; (29) The Impeachment of President Johnson; (30) The Treaty of Washington and the Alabama Claims; (31) The Electoral Claims; (32) The Chinese Exclusion Act; (33) The Spanish-American War; (34) The Panama Canal and Its Effect; (35) The Roosevelt Policies; (36) The Territorial Growth of the United States Since 1776.

Civics: Class read and discuss State Civics, The Community and the Citizen, from page 118.

Using the same reference books mentioned in the Seventh Grade, make a careful study of the Constitution of the United States from the following outline:

1. Origin of the Constitution—

(a) Confederation weak; (b) Virginia Legislature; (c) Convention, where held, President, length of session.

2. Congress—

(a) Meets where and when; (b) Long and short sessions; (c) Makes laws; (d) Two branches.

3. The House—

(a) Its members; (b) Who eligible; (c) How many members; (d) How elected and when; (e) Vacancies, how filled; (f) Its officers.

4. The Senate—

(a) Its classes of members; (b) Who eligible; (c) How many members; (d) How elected and when; (e) Vacancies, how filled; (f) Its officers.

5. Common Powers of House and Senate—

(a) Decide who are members; (b) Business quo-

rum; (c) Business rules; (d) Manner of voting; (e) Punishing members; (f) Account of proceedings; (g) Oath of office; (h) Privileges of members.

6. Special Powers of the House—

(a) Electing officers; (b) Electing the President; (c) Revenue bills; (d) Impeachment.

7. Special Powers of the Senate—

(a) Electing officers; (b) Electing the Vice-President; (c) Treaties; (d) Nominations by the President; (e) Impeachment.

8. Powers of Congress—I.

(a) Obtain money; (b) Disburse money; (c) Prevent counterfeiting; (d) Value of coins.

9. Powers of Congress—II.

(a) Trade with other nations; (b) Trade between States; (c) Trade with Indians; (d) Crimes on the ocean.

10. Powers of Congress—III.

(a) Post offices; (b) Post roads and postage; (c) Patents; (d) Copyrights.

11. Powers of Congress—IV.

(a) Declaring War; (b) U. S. Army and Navy; (c) State Militia.

12. Powers of Congress—V.

(a) U. S. Courts; (b) Naturalization; (c) Government of Territories; (d) New States.

13. Powers of Congress—VI.

(a) Laws with President's signature; (b) Laws with President's veto; (c) Laws with President's neglect; (d) Amendments of Constitution.

14. Powers of Congress Prohibited—

(a) Habeas Corpus; (b) Nobility; (c) Repudiation; (d) Religious freedom.

15. State Rights—

(a) Representation; (b) Citizenship; (c) Protection; (d) Escaping criminals.

16. Rights of Citizens—

(a) One's house; (b) Searches and seizures; (c) Habeas Corpus; (d) Jury trial.

17. The President—I.

(a) Who eligible; (b) Term of office; (c) Oath of office; (d) Salary; (e) How removed.

18. The President—II.

(a) Elected by electors; (b) Elected by House; (c) Vacancy how filled.

19. The President's Cabinet—

(a) How appointed and for what time; (b) Different departments; (c) Some of duties.

20. The President's Powers—

(a) Appointments and commissions; (b) Reprieves and pardons; (c) Treaties; (d) Army and Navy.

21. The Vice-President—

(a) Who eligible; (b) Elected by electors; (c) Elected by Senate; (d) His duties.



## 22. The Supreme Court—

- (a) By what authority; (b) Members, how appointed; (c) Who presides; (d) Term of office; (e) How removed.

## 23. Branches of Government—

- (a) Legislative; (b) Executive; (c) Judicial.

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**PENMANSHIP.**

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While the writing of pupils throughout the county has shown decided improvement during the past few years, still much time and attention should be given this subject as a high standard of penmanship should be the earnest aim of every teacher. It is impossible to over-estimate the value of good penmanship. People are largely judged by the letters they write and many an applicant for a position has been turned down on account of his unsightly, illegible writing. It is impossible to secure results by simply allowing pupils to write in their copy books, even though they have before them a perfect copy. The teacher must give this work her personal supervision. Attention should be called to all errors and no hasty or untidy copying should be permitted. Practice work should be carried on daily for a given period before writing in the copy books.

The Frank A. Kent system of writing is highly recommended. Mr. Kent is the Supervisor of writing for the Stockton schools and will readily answer communications. Districts are authorized to purchase Mr. Kent's Manual and Writing Slips for the schools. These can be used in conjunction with the State Series of Writing Books.

## FIRST GRADE.

The work of this grade should be mostly practice work with pencil or chalk. One of the main aims in this grade, while the pupil is writing at his seat, should be to cultivate correct habits of position.

## SECOND GRADE.

State Writing Book, No. I—Begin the use of ink in this grade. Insist on correct position and manner of holding the pen. Use the Kent system in connection with the State Text.

## THIRD GRADE.

State Writing Book, No. II—Give much practice work daily before writing in copy books. Devote not less than fifteen minutes daily to the subject. Continue the use of the Kent system in connection with the State Text.

## FOURTH GRADE.

State Writing Book, No. III—Give frequent drills as explained in the text, so as to develop the muscular movement. At least fifteen minutes daily should be devoted to writing. Continue the use of the Kent system in connection with the State Text.

## FIFTH GRADE.

State Writing Book, No. IV—Continue exercises of preceding grade. Insist on correct position and manner of holding pen. Accept no work unless carefully done. Use the Kent system and devote at least fifteen minutes daily to the subject.

## SIXTH GRADE.

Pay careful attention to the form, spacing, slant,

etc., of the letters, both capital and small. Do not allow the pupils to become careless in the manner of holding the pen or in position at the desk while writing. Require all written exercises to be carefully done. Accept no work which is not.

### SEVENTH GRADE.

Give drills daily, devoting not less than fifteen minutes. Use the Kent method for your drills. Require all written work to be neatly done. See instructions under Sixth Grade.

### EIGHTH GRADE.

Much written work in Composition, Bookkeeping, etc., should be done this year. This work should be evidence of the child's previous training in writing. By no means accept any written work unless well done. It is recommended that the teacher devote at least fifteen minutes daily to writing. The work laid down in Kent's Manual is recommended.

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## PHYSIOLOGY AND HYGIENE.

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The instruction in Physiology and Hygiene in the first six grades should be in the nature of short talks to the pupils by the teacher. The subject of Hygiene is of far greater importance to the young child than Physiology. Aim to teach the children the general laws of health and instill neatness and a general desire for clean surroundings. Impress upon their minds the injurious effects of alcohol and narcotics.

Teachers should try and detect the ordinary defects in children's health, such as adenoids, weak eyes, etc.

Call the attention of parents to them and if possible have the defects remedied.

While it is impossible to have proper medical supervision in our rural schools, yet much good can be accomplished along this line by the wide-awake, progressive teacher.

It is earnestly hoped that every teacher will secure a copy of Dr. E. B. Hoag's work entitled "The Health Index of Children," and read the same. Much valuable information along the lines of health supervision will be gained by so doing.

Reference Books:

- "Primer of Hygiene"—Ritchie-Caldwell;
- "Primer of Sanitation"—Ritchie;
- "Conn's Introductory Physiology;"
- "Health Studies"—Dr. E. B. Hoag;
- "The Human Body and Health—Elementary"—Davisson;
- "The Gulick Hygiene Series," including (a) "Good Health," (b) "Emergency," (c) "Town and City," (d) "The Body at Work," (e) "Control of Body and Mind," (f) "The Body and Its Defences."

## SEVENTH GRADE.

The teacher will read and explain to the class work laid down in the following:

- "Primer of Hygiene"—Ritchie-Caldwell;
- "Primer of Sanitation"—Ritchie.

This work should be required until the new State text is ready.

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## BOOKKEEPING.

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The only object of teaching Bookkeeping in the

grades is to give the pupils some idea of keeping simple accounts. The work as outlined for the last two years is not intended to make expert bookkeepers of the pupils by any means. However, before graduating the pupils should have a general working knowledge of the requirements of ordinary business letters and papers, and should understand the nature of a debit and credit transaction. It is with these objects in view that the subject is assigned a place in this course of study.

### SEVENTH GRADE.

Teach pupils to write notes, bills, checks, receipts, cash accounts and business letters. The material found in the State text for Grammar and Arithmetic will be useful for this purpose.

Witter's Bookkeeping and Business Forms, also Williams and Rogers' First Lessons in Bookkeeping should be on every teacher's desk as references.

### EIGHTH GRADE.

Pay careful attention to the writing of business letters, checks, receipts, notes, certificates of deposit, due-bills and the forms of orders.

It is not advisable to give the pupils of the Eighth Grade long sets of transactions in Bookkeeping. A few short sets during the year similar to the ones given below will be sufficient. Familiarize the pupils with writing the sets in daybook cashbook and ledger, single entry bookkeeping. Have the accounts in the ledger and the cash transactions in the cashbook balanced, and statements made showing a loss or a gain. It might be well to have some sets showing a loss and others a gain. Teachers can easily prepare these sets for the pupils. It is not necessary that the pupils purchase the bookkeeping books, but let the district supply them

with the necessary paper ruled for each of the three books mentioned above.

The following sets are suggestive to the teacher:

J. L. Ames of Dixon began business Oct. 1, 1900, with the following assets:

Cash .....	\$2,000
Mdse. ....	1,000

Oct. 2—Paid rent of store. Cash, \$50.

Oct. 2.—Sold D. Thomas on acct. mdse. to value of \$150.

Oct. 3—Bought of L. Wing, 150 cords wood at \$6.00.

    Paid cash \$500, balance on account.

Oct. 4—Sold J. Lewis, 75 cords wood at \$7.00. Rec'd cash on acct., \$250.

Oct. 5—Mdse. sales \$400 cash.

Oct. 5—Bought of H. Lang on acct. 120 sacks wheat at \$1.75.

Oct. 6—Sold D. Thomas 40 scks. potatoes at \$1.25.

Oct. 6—Paid clerk for the week, \$25.

Oct. 8—Deposited in Dixon Bank, \$800.

Oct. 9—Paid L. Wing balance due him, by check on Dixon Bank.

Oct. 10—Cash sales of merchandise, \$180.

Mdse. on hand per inventory, \$1800.

Rio Vista, June 1, 1908.—Frank R. Woodward began business this day with the following assets:

Cash .....	\$3,700
Merchandise .....	\$985

June 2.—Bought for cash a safe for use of business, paying \$230.

June 3.—Bought of the Portland Fuel Co., 264 tons of coal at \$10.00. Paid one-half cash.

June 6.—Sold the Ulati Water Co., 115 tons of coal at \$14.00. Rec'd \$485 cash, balance on account.

June 9.—Bought a horse and wagon for \$370 cash.

June 11.—Sold Fred J. Goble on account, 30 cords of wood at \$7.50; 25 tons of coal at \$16.00.

June 15.—Bought on account from E. H. Schultz, 22 tons of hay at \$11; 150 sacks of barley at 90c.

June 20.—Paid the Portland Fuel Co. balance due them for purchase of 3d inst.

June 25.—Rec'd from Fred J. Goble \$240 cash on acc't.

June 26.—Received \$1,450 cash sales for month.

June 30.—Paid store rent \$35 cash, for month.

Mdse. on hand as per inventory.....\$1850

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## DRAWING.

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The subject of Drawing should not be taught with a view of making artists of the pupils, but should, however, give them some idea of form, beauty and grace. The study of Drawing should become a source of pleasure to the child, training the eye and hand and assisting in making plain the thought in Literature. The work in the primary grades, especially the lower, should be more in the nature of busy work than formal drawing. It is not advisable to consume time for this subject which is necessary for others of greater importance. In the grammar grades about one hour a week is sufficient, and special attention should be given to mechanical and industrial drawing. Throughout the course Nature Study will furnish excellent material for supplementary drawing.

In schools of one teacher, use Augsburg's Tablet No. I for the First, Second and Third grades, and Tablet No. IV for the Fourth, Fifth, Sixth, Seventh and Eighth grades. Other schools may use the eight tablets if deemed best by the Principal.



Augsburg's Manuals I, II, III and IV should be used by the teacher as a basis.

Teachers may, if they prefer, use the "Parallel Course Drawing Books," D. C. Heath and Co., or the work found in the first six books of "Practical Drawing, Arts and Crafts," G. W. Ware. Milton, Bradley & Co.'s "Graded Color Portfolios" will be found helpful for doing color work.

It is to be distinctly understood, however, that none of the above texts are to be purchased by the pupils, but one of each should be purchased by the district for the teacher's use.

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## MUSIC.

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The Common School Book of Vocal Music (Silver, Burdett & Co.) has been adopted as the basis of work in this subject. In schools of but one teacher music should be a general exercise for the whole school. And it is further suggested that in schools of several teachers it would be well to have the work under the supervision of one of the teachers. The subject of Music should be more in the nature of recreation than a formal study. The pupils, after completing the elementary schools should have a fair knowledge of the rudiments of music. The work in the primary grades should be practice—very little theory. The ordinary music terms, such as staff, notes, rests, the scale, letters, etc., should be taught. Especially is it desired that the boys should be interested and convinced that they can sing as well as the girls.

The following are recommended to the teachers as good song books to be used in the schools, a limited number of which should be furnished by the district:

- “Wee Wee Songs for Little Folks”;
  - “Silver Carol Song Book,” price 50 cents;
  - “The Song Wave,” price 80 cents;
  - “The Golden Robin,” price 50 cents;
  - “Merry Melodies,” price 15 cents;
  - “Sunshine Melodies,” price 40 cents;
  - “Brewer’s American Song Book,” price 15 cents.
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## NATURE STUDY AND AGRICULTURE.

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**Nature Study**     The work in Nature Study should be very simple, the amount depending entirely upon the time at the disposal of the teacher. It might be well to have pupils plant seeds in boxes in the school rooms so that they can watch the germination of the seeds. Discuss the germination, structure and growth with the pupils. Develop, through questions, the functions of the parts of the plant.

Study the animals of the neighborhood. Note their appearance, structure and habits. Learn the kinds of birds in the vicinity and their characteristics, appearance, size, shape, colorings, food, and study the construction of their homes. Discuss the benefits given and injuries made to the grains and fruits of the locality by the various birds.

Encourage the pupils to bring specimens of any mineral found in the neighborhood or in the county. Talk about the forms, uses and value of such minerals.

For reference the following books should be in the school library:

- “Nature-Study”—Overton & Hill;
- “First Studies in Plant Life”—Atkinson;
- “Nature-Study”—Jenkins & Kellogg;
- “Nature-Study for Primary Grades.”—Cummings.

**Agriculture** Agriculture as a study in the schools does not mean the growing of field crops. This is one reason why so many teachers fail to understand the benefit to be derived or the interest that pupils would take if the subject was introduced in the schools more.

“It should be understood that the aims of Agriculture in the elementary schools are threefold: (1) to create a sympathy for farming for country life; (2) to give new direction to many of the old subjects in the curriculum; (3) to link school and community life.

As to the method of introduction use the school garden, or if such is impossible, let the children start home gardens. Link the school life to that of the community. Observe the needs of the community, the school and its yard and let this observation direct the work in Agriculture. If a fresh lawn is needed at school let the children put it in, etc.”—Circular No. 62, University of California.

Any teacher wishing information on the subject can secure the same by writing Messrs. E. B. Babcock and C. A. Stebbins of the University of California.

For reference use Circular No. 62, University of California;

“Agriculture for Schools of the Pacific Slope”—Hilgard & Osterhout;

“First Principles of Agriculture”—Goff & Mayne;

“The Junior Agriculturalist”—Stebbins;

“Suggestions for Garden Work in California”—Circular No. 46, University of California;

“Agriculture for Beginners”—Burkett, Stephens & Hill.

## CURRENT EVENTS.

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One of the objects of public education is to give the pupil an intelligent interest in the more serious affairs of life; to fit the mind when mature to pass enlightened judgment on the great public questions which are constantly being agitated in a country such as ours. History is being made each day; geography is in a state of evolution. Boundaries are being changed by treaties of peace and arbitration; the relative strength of the world powers is constantly changing. Rivers are made navigable, harbors are deepened for commerce; deserts are changed to productive homesteads; cities are destroyed; governments rise and fall; great personalities of the world cease to exercise their potent influence on the world of affairs. These things are important phases of life and in them the child should be interested.

At least one of the following magazines should be on the teacher's desk for pupils' reference. These can be purchased with the library money of the district.

The Outlook;  
Literary Digest;  
Little Chronicle;  
Current Events;  
Sunset;  
Current Literature;  
Our Times;  
Review of Reviews;  
World's Events;  
The Independent.

Clippings from the daily and weekly papers can be given, but care should be given to the selection of matter to be read.

## PROFESSIONAL READING.

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Teachers should make an effort to keep abreast of the times in methods and in the theory of teaching. With the progress that is being made in educational matters the teacher cannot expect her work to give satisfaction in progressive communities if at the end of each year her work is no better than at the beginning. Competition is so keen among teachers that the teacher who makes no effort to improve along professional lines will within a few years be rated as behind the times. Viewed in this light professional reading has its selfish as well as its altruistic side.

The following list of books is suggested for those who would improve a few moments of time each day in increasing their professional knowledge:

### Theory of Teaching:

- "Basis of Practical Teaching"—Bryan;
- "Essentials of Method"—DeGarmo;
- "Interest and Education"—DeGarmo;
- "Care and Culture of Men"—Jordan;
- "Waymarks for Teachers"—Arnold;
- "Philosophy of Teaching"—Tompkins;
- "Elements of General Method"—McMurry;
- "Special Method in History"—McMurry;
- "Special Method in Geography"—McMurry;
- "Special Method in Reading"—McMurry;
- "Teaching of Mathematics"—Smith;
- "The Teaching of English"—Chubb;
- "Mistakes in Teaching"—Hughes;
- "The School and Its Life"—Gilbert;
- "Talks to Teachers on Psychology"—James;
- "Among Country Schools"—Kern;
- "Art of Teaching"—White.

## School Management:

- “School Management”—Dutton;  
 “School Management”—Tompkins.

## Educational Stories:

- “Leonard and Gertrude”—Pestalozzi;  
 “Jean Mitchell’s School”—Wray;  
 “Silas Cobb”—Stephens;  
 “Phelps and His Teachers”—Stephens.

## Educational Magazines:

- “The Elementary School Record”—Chicago;  
 “Journal of Education”—Boston;  
 “American Primary Teacher”—Boston;  
 “Teachers’ Magazine”—New York;  
 “Normal Instructor”—Dansville, N. Y.;  
 “Western Journal of Education”—San Francisco;  
 “Sierra Educational News”—San Francisco.

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**TEXT BOOKS.**


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The following comprise a list of the text books to be purchased by the pupils. Require no others to be purchased by them. All supplementary books designated in this course must be furnished by the school.

“A Primer”—State Series.....	Price 28c
“A First Reader”—State Series.....	“ 25c
“A Second Reader”—State Series.....	“ 30c
“A Third Reader”—State Series.....	“ 45c
“A Fourth Reader”—State Series.....	“ 50c
“A Fifth Reader”—State Series.....	“ 50c
“The Jones Fifth Reader”—Five Book Series .....	“ 75c

"Hiawatha"—Riverside Edition .....	" 15c
"Evangeline"—Riverside Edition .....	" 15c
"Miles Standish"—Riverside Edition .....	" 15c
"The Building of the Ship"—Riverside Edition .....	" 15
"The Hanging of the Crane"—Riverside Edition .....	" 15c
"Tales of a Wayside Inn"—Riverside Ed. ....	" 15c
"Lay of the Last Minstrel"—Ed. Pub. Co. ....	" 15c
"Man Without a Country"—Ed. Pub. Co. ....	" 15c
"First Book in Arithmetic"—State Series .....	" 33c
"Advanced Arithmetic"—State Series.....	" 50c
"Introductory History"—State Series.....	" 55c
"Brief of U. S. History"—State Series.....	" 80c
"Introductory Geography"—State Series....	" 64c
"Advanced Geography"—State Series.....	" 95c
"Community and Citizen"—(State Civics) ....	" 60c
"Speller, Book I"—State Series.....	" 24c
"Speller, Book II"—State Series.....	" 24c
"English Lessons, Book I"—State Series .....	" 35c
"English Lessons, Book II"—State Series .....	" 55c
"Writing Books"—State Series, Nos. I, II, III, IV, and V. Each.....	" 8c

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## PROMOTION AND GRADUATION.

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**Promotion** All pupils in the First, Second, Third and Fourth Grades may be promoted at the end of the school year at the discretion of the teacher and principal. These promotions should be based upon a record of the pupils' work, and regularity of attendance during the year.

Promotions of the Fifth, Sixth, and Seventh Grades should be determined by the teachers and principals



upon the standard of work done by the pupils, and also upon a record of their attendance during the year. It is recommended that teachers give these grades a written test at least once a month, and that the papers be kept for the inspection of the Superintendent on occasions of his visits to the school.

A system of honorary promotions is recommended for these grades also. Any pupil who reaches during the year on his daily work and written tests an average of 90 per cent or more should be granted an honorary promotion at the close of the year.

For the purpose of ascertaining if the teachers are carefully following the Course of Study the Superintendent of Schools reserves the right to submit to the Seventh Grade pupils at any time a set of questions embodying the work of the grade. These questions after being answered by the pupils must be submitted to him for marking.

In all cases of Fifth, Sixth, and Seventh Grade promotions, the standing in each subject and averages are to be furnished the Superintendent of Schools for entry in the official "Record of Promotions." When a pupil has been promoted honorarily simply write after his name on the blank the words "Honorarily Promoted," giving the average. These reports must be filed immediately after the close of the school.

Teachers are earnestly requested to promote NO pupil unless he is thoroughly prepared to do the work of the next higher grade.

**Graduation** Pupils will be graduated from the elementary schools of the county as follows:

First—In schools employing two or more teachers where the principal devotes not less than one hour per week to supervision, all pupils who have attained

on their monthly examinations an average of 90 per cent or more, will be graduated upon the recommendation of the principal. Provided, however, the principal of the school must furnish the Secretary of the County Board of Education with a consecutive record embracing the monthly work and the monthly attendance of such pupils during the year. Such records must be filed with him at least two weeks prior to the time set for graduation.

All other pupils of the Eighth Grade in the above schools will be required to take the regular county examination for graduation at the end of the school year, the questions to be prepared by the Board of Education.

Second—In schools employing but one teacher the pupils will be required to take an examination at the end of school year, except in those schools where the same teacher has been employed for a period of two or more years, or in those schools having a teacher who has taught in this county for a period exceeding three years. In such cases the same method of graduating pupils will prevail as in the first plan stated above.

The examination for graduation will be held the first full week in the month of JUNE. The questions will be sent to the teachers in sealed envelopes and given in the order assigned. Provided that an examination may be given in the subjects of Bookkeeping, Word Building, Civics and Literature at Christmas time, if desired by the teacher and the work completed for the grade. Pupils averaging in the above subjects 40 per cent or more will be excused from taking these studies for the rest of the year.

For graduation the subjects and maximum credits allowed on each are as follows:

Arithmetic .....	100	Credits
Mental Arithmetic.....	25	“
Composition .....	50	“
Geography .....	100	“
Grammar .....	100	“
History .....	100	“
Spelling .....	100	“
Civil Government .....	50	“
Bookkeeping .....	50	“
Literature .....	50	“
Word Building .....	50	“
Penmanship .....	25	“
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	800	“

Required for graduation, 600 credits, or 75 per cent.

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## **SUPPLEMENTARY READING FOR GRADES.**

### **FIRST GRADE.**

Stepping Stones to Literature, Book I—Silver, Burdett & Co., Pub.

The Wide Awake Primer—Little, Brown & Co., Pub.

The Wide Awake First Reader—Little, Brown & Co., Pub.

Playtime—Little, Brown & Co., Pub.

Sunbonnet Babies—Rand, McNally, Pub.

Sunbonnet Babies' Primer—Rand, McNally, Pub.

Overall Boys—Rand, McNally, Pub.

Nature Study for Primary Grades—Cummings.

Child Literature—American Book Co., Pub.

Hopi, the Cliff Dweller, Martha Jewett.

New Educational Readers—American Book Co.

### **SECOND GRADE.**

Stepping Stones to Literature, Book II—Silver, Burdett & Co., Pub.

Fairy Tale of a Fox—Longman's Green & Co., Pub.  
 Child Life in Tale and Fable—McMillan Co., Pub.  
 Around the World, Book I—Merse, Pub.  
 Nature Studies for Youngest Readers—Ed. Pub. Co.  
 Old Time Stories Retold—American Book Co., Pub.  
 Stories From the Land of Never Never.  
 Hopi, the Cliff Dweller, Martha Jewett.  
 Bow-Wow and Mew-Mew—Heath Co., Pub.  
 Story of Hiawatha—Educational Pub. Co.  
 Pets and Companions—Ginn & Co., Pub.  
 Boy Blue and His Friends—Little, Brown & Co.

### THIRD GRADE.

Great Americans for Little Americans—Educational Pub. Co.  
 Grimm's Fairy Tales—Educational Pub. Co.  
 Little Folks of Many Lands—Ginn Pub. Co.  
 Stepping Stones to Literature, Book III—Silver, Burdett & Co.  
 Little Miss Phoebe Gay—Houghton, Pub.  
 Docas, the Indian Boy of Santa Clara—Heath Co.  
 The Tree Dwellers—Rand, McNally & Co.  
 Rhymes and Jingles—Scribner Pub. Co.  
 Stories of Colonial Children—Educational Pub. Co.  
 Friends in Feathers and Fur—American Book Co., Pub.  
 Stories of Great Inventors—Educational Pub. Co.  
 Trumpet and Drum—Scribner, Pub.

### FOURTH GRADE.

Our Common Birds and Their Nestlings—American Book Co., Pub.  
 Little People Everywhere, Boris in Russia, Gerda in Sweden, Manuel in Mexico, Fritz in Germany, Betty in Canada, Umi San in Japan, Kathleen in Ireland, Rafael in Italy—Little, Brown & Co., Pub.

Tales From Longfellow—Schottenfels.

Ethics of Success—Silver, Burdett & Co., Pub.

James Otis' Mary of Plymouth, Richard of Jamestown, Ruth of Boston, Stephen of Philadelphia, Calvert of Maryland, Peter of New Amsterdam.

The Story Hour, K. D. Wiggin—Houghton, Pub.

Tales Out of School, Myra King—Bolton Pub. Co.

W. J. Long's Little Brother to the Bear, Secrets of the Woods, Ways of Wood Folk, Wilderness Ways, Wood Folk at School—Ginn & Co., Pub.

Little Betty Blew, A. M. Barnes—Lee Pub. Co.

J. F. Chamberlin's How We Are Fed, How We Are Clothed, How We Are Sheltered, How We Travel.

#### FIFTH GRADE.

Stories of American Discoveries for Little Americans, Rose Lucia.

Fifty Famous Stories Retold, Baldwin—American Book Co.

J. O. Winslow's The United States, The Earth and Its People, Our American Neighbors.

King Arthur and His Court—Ginn & Co.

Biography of a Grizzly, Lives of the Hunted, Trail of the Sand Hill Stag, Two Little Savages, Wild Animals I Have Known, Animal Heroes, E. Thompson-Seton.

Four Great Americans, Washington, Franklin, Webster and Lincoln—American Book Co.

True Stories of Birds and Beasts, D. S. Jordan—Heath Co.

Outdoor Studies, Kirk Needham—American Book Co.

Sea Shells and Sea Life, Josiah Keep—Whitaker Co.

Ethics of Success, Wm. Thayer—Silver, Burdett & Co.

How the World Is Housed, F. G. Carpenter—American Book Co.

## SIXTH GRADE.

Famous Men of Greece, Famous Men of Rome,  
Famous Men of Modern Times, Haaren & Poland—  
American Book Co.

Panama and the Canal, Hall and Ches er.

First Jungle Book, Kipling—Scribner.

History of California—Bandini.

California the Golden, R. D. Hunt—Silver, Bur-  
dett & Co.

Habits of California Plants, Chandler—Educational  
Pub. Co.

Kingsley's Water Babies—Ginn Co.

Tanglewood Tales, Hawthorne—Riverside Co.

Tales of Chivalry, Rolfe—American Book Co.

Stepping Stones to Literature. Book VI.

Tale of Two Cities, Dickens.

Last of the Mohicans, Haight.

Arabian Nights, Clarke.

Stories of the Chosen People, Stories of the Greeks,  
Stories of Romans, Story of Thirteen Colonies, Story  
of the English, Guerber—American Book Co.

## SEVENTH GRADE.

California the Golden, R. D. Hunt.

Washington, Baldwin—American Book Co.

Abraham Lincoln, American Book Co.

Story of the German Iliad.

Australia, Our Colonies and Other Islands of the  
Sea, Carpenter, American Book Co.

Asia, Carpenter—American Book Co.

Child's History of England, Dickens.

Mountains of California, Muir—Century Co.

Greek Myths, Hawthorne Classics.

The Boy's King Arthur, Lanier.

American Stories and American Essays—Haw-  
thorne Classics.

Girl of '76, Blanchard—Wilde Co.

Industrial Studies of the United States, Allen—Ginn & Co.

Second Jungle Book, Kipling—Scribner.

Tales From Scott—Educational Pub. Co.

Story of the American Flag, Fallows—Educational Pub. Co.

The Pilot—Cooper.

The Talisman—Scott.

Four American Writers and Four American Poets, Cody—A. B. Co.

Stepping Stones to Literature, Book VII.

Standard Classics—Ed. Pub. Co.

#### EIGHTH GRADE.

Lives of the Presidents, Vols. I and II, Townsend.

Life of Lincoln, Brooke.

Napoleon, Abbot.

Carpenter's Geographical Readers.

The Young American, Judson.

A Year Among the Trees, Flagg.

Birds Through the Year, Gilmore.

Legends of Middle Ages, Myths of Greece and Rome, Myths of Northern Lands, Guerber.

Idylls of the King, Tennyson.

Henry Esmond, Thackeray.

Ethics of Success, Wm. Thayer—Silver, Burdett & Co.

Ivanhoe, Scott.

Silas Marner, Eliot.

The Crisis, Churchill.

The Crossing, Churchill.

Treasure Island, Stevenson.

Tales of a Grandfather, Scott.

In Freedom's Cause, Henty.

Stepping Stones to Literature, Book VIII.

Lads and Lassies.

Panama and the Canal, A. B. Hall and C. L. Chester—Newson & Co.











